USE OF COOPERATIVE LEARNING TYPE STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) MODEL IN THE SUBTEMA LEARNING RESULTS LET'S LOVE THE ENVIRONMENT

(Classroom Action Research in Class IV C Students in Semester 1 SDN 054 Tikukur Bandung)

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ABSTRAK

The study is about the application of cooperative learning models of the students teams achievement division (STAD) type which aims to improve the understanding and learning outcomes of fourth grade students of SDN 054 Tikukur, Bandung, in sub-themes, let's love the environment. What is faced in this learning is that the learning presented by the teacher still uses the conventional method, namely the lecture method, the learning process is only teacher-centered and without involving students so that students do not attract interest and motivation to learn and students become less active in participating in learning activities. The cooperative learning model of the type of student teams achievement divisions (STAD) is useful for increasing the activities and student learning outcomes in the learning process so that learning objectives can be achieved. The method used in this research is Classroom Action Research (PTK), the design of the research method refers to the model developed by Kemmis and Mc Taggart (1988). Data collection techniques used in this study were tests, student responses, student activities, implementation of learning, and teacher documentation (RPP). Based on the implementation of the actions carried out in three cycles, as a whole has shown an increase in the initial data of the learning process. Data obtained on student activities during the learning process cycle I obtained a percentage of 27.8%, cycle II 57.6%, and cycle III 85.4%, for teacher activities during the implementation of learning cycle I obtained a percentage of 62.5%, cycle II 72.5%, and cycle III obtained 95 %. However, the teacher documentation results obtained the percentage of the first cycle reached 66.6%, the second cycle reached 73.3%, and the third cycle reached 93.3%. for student learning outcomes consisting of a pretest test obtained the percentage of cycle I reached 5.7%, cycle II reached 8.5% and cycle III 2.8%. for student learning outcomes consisting of posttest tests obtained the percentage of cycle I reached 28%, cycle II reached 75% and cycle III 94%. from these data it can be concluded that the application of the cooperative learning model of the types of student teams achievement divisions (STAD) can improve the learning outcomes of fourth grade students of SDN 054 Tikukur, Bandung, on subtema, let's love the environment.

Keywords: Cooperative Learning Model, Student Teams Achievement Divisions, Activity and Learning Outcomes